

**U.S. Department of Education**  
**2012 National Blue Ribbon Schools Program**  
**A Public School - 12MS3**

School Type (Public Schools):    ☐ Charter    ☒ Title 1    ☐ Magnet    ☐ Choice  
(Check all that apply, if any)

Name of Principal: Mr. Joe Nelson

Official School Name: Pass Christian Middle School

School Mailing Address: 280 West Second Street

Pass Christian, MS 39571-4339

County: Harrison

State School Code Number\*: 2423016

Telephone: (228) 452-5220 E-mail: jnelson@pc.k12.ms.us

Fax: (228) 452-5221

Web site/URL: www.pc.k12.ms.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Dr. Sue Matheson Superintendent e-mail: smatheson@pc.k12.ms.us

District Name: Pass Christian District Phone: (228) 255-6200

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mr. Randall Dewitt

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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12MS3

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

12MS3

All data are the most recent year available.

### DISTRICT

1. Number of schools in the district \_\_\_\_\_ 2 Elementary schools (includes K-8)  
(per district designation): \_\_\_\_\_ 1 Middle/Junior high schools  
\_\_\_\_\_ 1 High schools  
\_\_\_\_\_ 0 K-12 schools  
\_\_\_\_\_ 4 Total schools in district
2. District per-pupil expenditure: 12152

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 5
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	63	71	134
K	0	0	0		7	58	58	116
1	0	0	0		8	70	58	128
2	0	0	0		9	0	0	0
3	0	0	0		10	0	0	0
4	0	0	0		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								378

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
4 % Asian  
30 % Black or African American  
1 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
65 % White  
0 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 14%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <b>to</b> the school after October 1, 2010 until the end of the school year.	22
(2)	Number of students who transferred <b>from</b> the school after October 1, 2010 until the end of the school year.	31
(3)	Total of all transferred students [sum of rows (1) and (2)].	53
(4)	Total number of students in the school as of October 1, 2010	378
(5)	Total transferred students in row (3) divided by total students in row (4).	0.14
(6)	Amount in row (5) multiplied by 100.	14

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 1

Number of non-English languages represented: 1

Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 61%

Total number of students who qualify: 222

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 12%

Total number of students served: 46

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>3</u> Orthopedic Impairment
<u>0</u> Deafness	<u>9</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>6</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>6</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>23</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>7</u>	<u>5</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>11</u>	<u>0</u>
Total number	<u>45</u>	<u>6</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

11:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	95%	96%	97%	95%	96%
High school graduation rate	0%	0%	0%	0%	0%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
<b>Total</b>	<b>_____ 0%</b>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

Pass Christian Middle School is one of four schools found within the small community of Pass Christian, Mississippi, located along the shores of the Gulf of Mexico. The history of the school has been interwoven with that of the town since its inception. In many cases, members of the school community (teachers, administrators, and support staff) are also residents of the town and the outlying community and, thus, have dual ownership in the school's "Commitment to Excellence". This strong link between the school and the community has served as the foundation for Pass Christian Middle School's continued success.

Pass Christian Middle School is composed of a diverse group of students ranging from Caucasian, African American, Asian, and Hispanic. Traditionally, the school's population has averaged 60% or more of the students on free or reduced lunch. Contrary to these demographics, Pass Christian Middle School has continued to improve and present as an academic model for the state of Mississippi as indicated by student performance levels. The school has been awarded "Star" status for two consecutive years according to the state's accountability model. Prior to the adoption of the Quality Distribution Index (QDI), Pass Christian Middle School achieved the distinction of a Level 5 status, the highest performance level awarded to schools in Mississippi at that time.

On August 29, 2005, Pass Christian Middle School was virtually wiped off the map. Hurricane Katrina roared ashore, destroying the community as well as the physical footprint of the school. The Pass Christian School District staff, 85% of whom became homeless themselves, had to clear away the debris and create a learning environment from what was left. Pass Christian Middle School began a new chapter in its commitment to its students and the community in which they lived. School and learning could have become distractions to a populace where daily survival was uppermost in everyone's mind. Instead, the leadership, staff, students, and parents became convinced that the loss of the learning community would mean the loss of the community of Pass Christian itself. The educational community came together with the intent to survive and thrive. There were no books. There was no technology. Pass Christian Middle School became a village of trailers shared by multiple teachers. In the face of tremendous loss, the school still achieved at a Level 5 status as documented by academic achievement. A powerful lesson was learned. A school is not made from bricks and mortar, but is forged through the strength of its people- staff, students, and the community.

Since the "Katrina year", Pass Christian Middle School has accomplished many things. The school has since moved into a new, state-of-the-art facility located on the old site. Programs have produced students who continue a high level of achievement into their high school years and beyond. Teachers work as tutors at the Boys and Girls Club during after school hours. Pass Christian Middle School participates in the Josten's Renaissance program which celebrates all students and their successes. Community nights are held quarterly where parents and members of the community interact with the leadership and staff of the school. Students reach out to the community through service projects ranging from the yearly beach clean-up, booths at Christmas in the Pass, holiday food drives, to a living cemetery tour which provides funds for the restoration of the historic Live Oak cemetery. A documentary of the school's and district's successes funded by a grant from the Thinking Foundation will be released nationally to tell the Pass Christian story. Pride in school and community is a driving force in continued excellence.

Pass Christian Middle School provides students with a rigorous, data-driven environment where the high expectation of the staff is evidenced by each member's care and concern for all students. Each child is a product of the school's mission of "Education for Today; Excellence for Tomorrow". Over thirty schools from the state of Mississippi have toured Pass Christian Middle School to observe teachers and best practices in action. Because the Pass Christian Middle School has created a culture for high achievement and lives the belief that all students can learn, staff, students, and the community have proven themselves to be deserving of Blue Ribbon status.

### 1. Assessment Results:

The state of Mississippi administers its Grade Level Testing Program (GLTP) to students in grades three through eight in order to measure proficiency in the areas of Language Arts and Mathematics. The Mississippi Curriculum Test, Second Edition (MCT2), divides student performance descriptors into the following four categories:

\*Minimal: Students require additional instruction and remediation to increase knowledge and skill levels in order to demonstrate success at grade level and content areas of the curriculum.

\*Basic: Students are able to demonstrate competency in some content standards at a low level of difficulty, complexity, and fluency, but still require additional support and remediation.

\*Proficient: Students are able to demonstrate competency at the level of difficulty, complexity, and fluency required by the grade-level competency standards.

\*Advanced: Students are able to demonstrate high levels of performance in difficulty, complexity, and fluency as measured by grade level content standard.

Pass Christian Middle School has created a culture among staff, students and community of expecting students to succeed at the Proficient and Advanced levels. Indicators over the past five years show steady and consistent improvement in all areas tested. There is upward movement of students tested in lower proficiency levels as well as for those students required to show Annual Yearly Progress (AYP) as mandated by No Child Left Behind (NCLB). In the past five years performance trends indicate a high level of achievement for grades six, seven, and eight.

The sixth grade students scored 84% Proficient or Advanced in the area of Reading, in May of 2006-2007 testing. The MCT2, Second Edition was implemented in 2007-2008. The Pass Christian School District anticipated a dip in achievement due to the increased rigor of the new test. In May of 2007-2008, test results indicated 74% of sixth grade students performed at the Proficient or Advanced level. However, since then students have consistently shown a steady rebound in achievement scores each year. The data for May 2008-2009 revealed a performance level of 75% for the sixth grade population. In May 2009-2010, sixth grade Reading scores in Proficient or Advanced levels rose to 78%, and in May of 2010-2011, sixth grade students demonstrated a performance level of 78% Proficient or Advanced. Likewise, in Mathematics, students demonstrated the following percentages for their population as indicated by data from tested standards: In May of 2006-2007, performance at the Proficient or Advanced level was 81%; in May, 2007-2008, 72% of the population achieved Proficient or Advanced; in May of 2008-2009, 7% of the sixth grade students scored Proficient or Advanced; in May of 2009-2010, 76% demonstrated a score of Proficient or Advanced; and performance levels for May of 2010-2011 indicate 75% of sixth graders scored Proficient or Advanced.

The seventh grade population achieved the following results in Reading as indicated on the MCT2: In 2006-2007, students scoring in the Proficient or Advanced level were at 78%; in May of 2007-2008, the achievement rate was 79% scoring Proficient or Advanced; in May of 2008-2009, students demonstrated Proficient or Advanced scores for 77 % of the population; May of 2009-2010 data indicated 82% of students were successful at the Proficient or Advanced level of performance; and, in May of 2010-2011, a rate of 85% was achieved for the Proficient or Advanced indicators. Performance trends in Mathematics for the seventh grade over a five year period indicated the following percentages for the population functioning at the level of Proficient or Advanced: May, 2006-2007, 74%; May, 2007-2008, 82%; May 2008-2009, 77%; May, 2009-2010, 89%; and in May of 2010-2011, 88% were scored by the population.

The eighth grade indicators at the Proficient or Advanced levels in Reading are as follows: in May, 2006-2007, a score of 67% was achieved; in May of 2007-2008, 72% met these indicators; in May of 2008-2009, a performance level of 75% was demonstrated; in May of 2009-2010, the students achieved at the rate of 73%;



and in May of 2010-2011, 80% of the population performed at the Proficient or Advanced levels. Eighth grade students achieved at the following rates for Mathematics: in May, 2006-2007, 67% of the population scored Proficient or Advanced; in May of 2007-2008, Proficient or Advanced scores were demonstrated by 86% of eighth grade students; in May of 2008-2009, 85% of the student population scored Proficient or Advanced; in May, 2009-2010, a performance level of 89% was achieved, and, in May of 2010-2011, 95% of the eighth grade population achieved in the Proficient or Advanced level.

The most recent year's data for sixth and seventh grade reading and math as well as that for eighth grade math shows that there is a gap of more than 10 percentage points between the test scores of all students and that of the IEP subgroup. There is no discrepancy with the other subgroups. Eighth grade reading shows a discrepancy of 10 or more percentage points between the test scores of all students and those of three subgroups: Economically Disadvantaged, African American, and Special Education.

To address these concerns, a district-wide inclusion program for academically challenged students has been developed and implemented over the past two school years. Following best practice models, the special education teachers co-teach in inclusion classrooms. They also collaborate with regular education teachers to individually meet the needs of the students on a daily basis. Data shows a marked increase in performance for the IEP subgroup since the inception of the inclusion initiative in 2009-2010. Even though the subgroup still lags behind the performance of the large group, the gap is narrowing.

Extended Day programs are offered throughout the school year to provide extra assistance to all students as well as to provide enrichment in the areas of Mathematics and Language Arts. During the regular school day, compensatory classes are provided to those students who are struggling in order to bring their performance levels to proficiency at grade and content levels. This gives some students "double" instruction in Language Arts and Mathematics. These strategies are expected to improve the performance of the eighth grade subgroups that underperformed during 2010-2011.

In addition, student incentives contribute to the school climate and reflect the high expectations held for all students. Through the Josten's Renaissance program, students receive recognition for improved performance in academics, attendance, and behavior. At Pass Christian Middle School, success is not just a word. It is a way of life.

## **2. Using Assessment Results:**

Pass Christian Middle School is data driven in its approach to educating its students. Administrators and teachers analyze the performance levels of each student in order to provide a comprehensive and differentiated program of instruction suited to meeting the needs of all students. The data room provides current information enabling teachers to review performance levels in various areas of instruction. Teachers utilize EZ-Tracker software to access student test scores and subgroup data to analyze test data and to track student progress. Teachers use this data to improve upon instruction and to monitor the progress of each student throughout the academic year. Each teacher maintains a portfolio of individual progress for students. Teachers meet weekly in professional learning communities (PLCs) to assess student needs and to provide feedback on strategies implemented to improve student and school performance. These PLCs operate at grade level meetings, department level meetings and full staff meetings to allow for input from staff in a dynamic exchange of ideas and best practices to promote growth and development in students and staff. State test scores are reviewed as soon as they are received. They drive instruction based on the identified strengths and weaknesses of each student. A Three-Tiered Response to Intervention process is used to assist those students who are struggling. Documentation of interventions and additional strategies is made available to all teachers involved in remediating areas of weakness as the student moves through the process. This information is distributed to parents through meetings with their child's team of teachers. Parents access their child's progress through the ActiveParent link on the district website. This is an interactive website where parents can monitor daily grades and contact their child's teacher(s) for clarification or assistance. In addition, teachers post homework as well as daily and long term assignments with due dates to assist parents with their involvement in their child's education. A media representative from Pass Christian Middle School

contacts the local media to inform the community of students' academic achievements. In addition to the above practices, students and parents receive state test score reports and have the opportunity to discuss the data with a teacher. Parents receive quarterly term progress reports and quarterly term report cards indicating their child's progress in all areas. Parents also participate in Teacher Support Team (TST) meetings and receive timely updates from their child's team of teachers. Administrators regularly visit individual classrooms to support teachers in their instruction. They provide feedback in a timely manner after each classroom visit to help teachers maintain and improve their quality of instruction. Teachers use the data acquired for each student when preparing their weekly lesson plans. Lessons are constructed based on academic indicators for each student and instructional strategies are implemented to fit the needs of the students. One-on-one conferences are conducted with students to help them assess their strengths and weaknesses as well. In addition, each teacher is assigned a small group of students to mentor throughout the year. Every child at Pass Christian Middle School has an adult mentor who monitors their academic and social needs. The mentors include the administrative staff as well as the teachers.

The inclusion of the staff, the students, and the community in the evaluation and application of data is a strong component of Pass Christian Middle School's continued success.

### **3. Sharing Lessons Learned:**

Pass Christian Middle School is always eager to share its successful strategies with other schools in the district and state as well as with professional organizations. Since 2002, Pass Christian has implemented Thinking Maps district-wide as a tool to improve instruction and learning across the curriculum. Selected teachers who have become trainers meet regularly with staff throughout the district to share strategies. Teachers have made presentations to visitors from other districts throughout the state in the use of Thinking Maps. Staff members have also visited other districts to assist them with training and observations to improve instruction through the use of Thinking Maps. Pass Christian Middle School has welcomed more than thirty school districts to observe its teachers demonstrate best practices in a classroom setting. The principal has met with a number of administrators from other school districts to share Pass Christian Middle School's formula for success. The administrative team (principal and assistant principal) has presented strategies to "grow" a successful school at local and state professional conferences. The principal was invited to address best practices at the regional JBHM Education Group conference and at the Mississippi State School Board Association. In 2011, the administrative team presented a working session at the Mississippi Association of Federal Education Program Directors (MAFEPD) conference on the value of Classworks Gold software as a tool for remediation. Nine staff members attended the National Josten's Renaissance conference in 2011 to share best practices with educators from across the nation. Teachers have trained other educators within the school district on the use of technology (Promethean boards) in the classroom to enhance the learning environment and increase student engagement. Teachers also present successful classroom strategies in faculty meetings and break-out sessions within Pass Christian Middle School. Communicating the successes of Pass Christian Middle School is ongoing and considered a priority. As part of the school's "Commitment to Excellence", it is considered an honor to assist students locally, state-wide, and nationally to succeed.

### **4. Engaging Families and Communities:**

Pass Christian Middle School has a long history of engaging the community and family members in a partnership for student success. At the beginning of each school year, parents are invited to the school for an Open House to meet and greet the teachers. This lays the groundwork for future collaborations. As a follow-up to the initial Open House, Pass Christian Middle School holds a themed Family Night quarterly to share teaching strategies, to inform the community of student achievements, and to provide time for teachers to meet informally with parents and community leaders in order to build relationships. Examples of Family Night topics include: successful homework strategies, the use of Thinking Maps as a common language, the greening of the school and the community, and math made easy for parents. The school also works closely with the local Boys and Girls Club to provide tutorial assistance to students. The school maintains a close relationship with the local corporate DuPont plant which presents the coveted annual DuPont Award of Excellence to a student from each grade at Pass Christian Middle School. Teachers and students across grade

levels present the Live Oak Historical Cemetery tour each fall. Hundreds of community members attend the tour each year. The community of Pass Christian holds a “Celebrate Our Schools” event every year at War Memorial Park. Pass Christian Middle School staff and students participate in this event with great pride. The town also celebrates “Christmas in the Pass” the first Friday in December each year. Pass Christian Middle School provides staffing for booths and participates in a Christmas Tree decorating contest in conjunction with this event. In addition to participating in community events, Pass Christian Middle School distributes fliers to families to assist them with homework strategies for their children and to inform them of programs available to help in student achievement. Staff members are encouraged to attend community events and are eager to do so. Parents and family members are invited to school events and classroom presentations on a regular basis. Members of the military from the nearby Naval Construction Battalion Center serve as judges for the annual Science Fair and Reading Fair and also serve as proctors during state standardized testing. It is the belief of the Pass Christian Middle School that it does not merely exist in the community, but it is part of the community. This belief carries with it the responsibility to grow the future leaders of the community through academic excellence and social awareness.

### 1. Curriculum:

Pass Christian Middle School's core curriculum consists of Language Arts (Reading and English), Mathematics, Science, and Social Studies. In addition to core content areas, elective classes are available in Band, Chorus, Art, Spanish, Physical Education, Gifted Studies for sixth grade, and Quest, an enrichment program for all students. Information and Communication Technology I and II programs are offered to seventh and eighth grade students to help them develop skills in the use and application of technology and to help them prepare for the 21st Century workplace. Sixth grade students utilize Classworks Gold software in a classroom setting. This research-based program provides individualized lessons based on the students identified deficits to improve skills in Language Arts and Mathematics. Students who receive Special Education services receive resource assistance, but work in the regular education classroom through the inclusion process. General education teachers and Special Education teachers work together in planning and delivering instruction to these students. Each content area is built around the Mississippi Curriculum Frameworks, with a move toward implementing the Common Core State Standards.

Reading and English are the building blocks for success in all content areas. Teachers follow the frameworks as set forth by the state of Mississippi. Education consultants are instrumental in assisting teachers to develop strategies for implementing the curriculum. Consultants work closely with teachers through classroom observations and break-out training sessions. Webb's Depth of Knowledge serves as a background for instruction. Students in all grade levels focus on reading comprehension and written communication. This includes vocabulary skills, fluency, grammar, and effective writing. Sixth grade students participate in a Reading Fair to demonstrate proficiency in understanding and analyzing literature. Their projects are presented to parents and the community at a Family Night and the winner advances to regional competition.

Mathematics focuses on growing students' skill levels and providing real world applications. Advanced math classes are available to those students who scored advanced on standardized testing. Algebra I is offered to qualified students in eighth grade. Critical thinking skills are incorporated across the board. Computation, problem solving, geometry, and pre-algebra are introduced to students with mastery expected at the benchmark level.

The Social Studies curriculum covers geography skills, ancient history, world history, and United States History up to the Civil War. Students become proficient in the themes of geography, understanding the influence of past civilizations on the present, and the richness of the American heritage. Seventh grade students participate in a Social Studies Fair to help them develop a greater understanding of a selected focus of study. Their final products are shared with parents and the community at a Family Night gathering. Last year, the seventh grade advanced English and eighth grade advanced Social Studies classes participated in the National History Day Competition at the local, state, and national level.

Science instruction includes physical science, earth and space science, and life science. Students use texts as well as laboratory settings to promote inquiry-based research and learn to work within a team to solve problems and conduct research. Eighth grade students participate in a Science Fair to demonstrate advanced research techniques. Their completed projects are shared with parents and the community at a Family Night and the winner advances to regional competition. Eighth grade students also are tested for proficiency in a state wide testing program in science and consistently achieve among the highest scores in the state on this assessment.

Physical Education involves students in developing an active lifestyle while teaching them aspects of nutrition and health as it relates to academic success. Pass Christian Middle School participates in a state promoted wellness program that is incorporated into the physical education program.

Spanish is offered to students in grade seven at the beginner level and as a Carnegie unit for eighth grade students. There has been a steady increase in student participation in Spanish since its introduction.

Fine Arts and Quest are elective subjects designed to reinforce the core curriculum subjects. In 2011-2012, these two electives have been implemented in alignment with Common Core objectives.

Students involved in the performing arts actively participate in contests and community events. The Middle School band has consistently achieved superior ratings. The choral department also has instituted an honors choir.

The overall focus of all content areas is one of extreme rigor and depth of knowledge. When students leave the middle school they are prepared to continue developing college and career readiness skills.

## **2. Reading/English:**

The 2006 Mississippi Language Arts Framework-Revised is the guide for instruction which is centered on the competencies of acquiring vocabulary, comprehending and evaluating texts, communicating effectively, and using language conventions correctly. Students use literature and informational texts to develop their abilities to analyze and synthesize information and to generate a quality written product useful for college and career readiness. English teachers collaborate with other content area teachers to ensure students see the connection between reading and writing practices and content such as science or social studies. Through professional development and follow-up classroom observations and mentoring, teachers are trained in key elements shown by research to improve adolescent literacy. Direct, explicit comprehension instruction is an expected practice for Reading instruction. Students who struggle in Language Arts receive additional instruction through compensatory classes to improve their Reading and English skills. Through these classes, students receive one-on-one attention and extensive remediation to help them achieve proficiency. Advanced students are provided with enrichment classes after school as well as advanced Reading and English classes during the school day.

Differentiating instruction is a natural component of all subject areas at Pass Christian Middle School. Students are encouraged to journal, make predictions, and use Socratic seminars to increase depth of understanding. Seventh grade students' writing is assessed each spring at the state level to determine competency. Students who qualify for Special Education services as determined by the IEP are served in the regular education classroom with an inclusion teacher.

Students read and write across curriculum lines as teachers collaborate on themes and seek to reinforce skills in all content areas. Reading and English skills are not seen as separate entities, although there is designated course time for each skill set.

*MY Access!*, a web-based instructional writing program, is used for students to assess their writing before submitting an assignment to a teacher. Students receive automatic feedback on scoring for five traits of effective writing. After revisions, students submit their essay for final scoring. *MY Access!* serves as an excellent tool to inform teachers about the individual needs of students and to help differentiate further writing instruction given by the teacher.

Data drives instruction at Pass Christian Middle School. Strengths and weaknesses are evaluated and instruction is wrapped around identified needs as reflected through assessments and state frameworks.

## **3. Mathematics:**

Mathematics is centered on higher order thinking skills. Students work with probability, statistics, geometric concepts, pre-algebra, graphing, and data analysis. The goal is to produce students who are able to think through and apply mathematical concepts in real world settings. Struggling students are assigned to compensatory classes as well as to their regular class to provide remediation and improvement in math

competencies. The Mississippi Mathematics Framework guides the instruction in the classroom. Teachers use state testing data, along with common term assessments and classroom assessments to evaluate the overall effectiveness of their instruction. If warranted, instruction is altered and/or individualized to ensure student success. Education consultants provided by the district assist in the process as needed. Math teachers participate in regularly scheduled department meetings to monitor progress and to share best practices and strategies that are working in their classrooms. Advanced students are enrolled in Algebra I and earn a Carnegie unit for this class. Students participate in regional Math competitions where they consistently earn superior ratings.

Each semester, Extended Day is offered to students after school for remediation as well as enrichment. Classworks Gold software identifies areas for remediation in the sixth grade and students work on individualized computer-based instructional programs. For enrichment, Think Beyond is a program that supports out-of-school time as a school club for interdisciplinary learning in Science, Mathematics, Reading, and the creative arts. A six-week preACT prep course is also offered. Students are never charged to participate in school activities.

Students receiving Special Education services are included in regular education classes. The regular education teacher works with the inclusion special education teacher to provide comprehensive and differentiated instruction based on goals set forth on individualized education plans (IEPs).

Pass Christian Middle School requires extreme rigor and a high depth of knowledge in all subject areas. One hundred percent of the teachers are highly qualified and provide effective instruction to all students. This is clearly evidenced by student performance levels on state tests.

#### **4. Additional Curriculum Area:**

Pass Christian Middle School's mission of "Education for Today; Excellence for Tomorrow" is exhibited in every aspect of the curriculum. Innovative courses have given students opportunities to expand their knowledge in many disciplines and to develop research skills at a higher level.

Quest, an elective program unique to Pass Christian Middle School, is an example of such innovation. The goal of Quest is to support the core curriculum and to grow students academically through inquiry and research. All students are eligible to enroll in Quest as an elective. The student population reached through Quest includes self-contained special education students, general education students, and those enrolled in the gifted studies program. Quest covers many areas of interest for students. Each term, a self-contained module is introduced. Students explore in great detail the term's theme. Reading informational text, digital text, and evaluating sources help each student develop critical thinking skills necessary for college and career readiness. This offers a strong support base for core curriculum courses and provides practice in real-life application skills.

A few examples of thematic units are as follows:

1. Star Quest-Students explore the physics of flight through space science. They are able to build and launch rockets, design cardboard vehicles to simulate jet propulsion, and problem solve any design flaws. Team work is an important component as they simulate a mission to the moon.
2. Pyramid Quest- Students learn about the importance of archaeology in today's world and make connections from the past to the present day. They mummify fruit and conduct a research project to present to peers and staff that includes a formal paper, a Power Point presentation, a narrative writing piece, and a three dimensional model.
3. Sea Quest- Students enter the world of marine biology to develop an understanding of the world's oceans and the human impact upon living species and the environment. Research plays a significant role in the classroom instructional model.

Data (tracking students' test scores on state tests and responses from core curriculum teachers) indicates that students who participate in the Quest program significantly improve their skills in writing, reading

comprehension, use of technology, and critical thinking skills. Quest fully aligned with the Common Core State Standards in the 2011-2012 school year. Pass Christian Middle School encourages innovative programs such as Quest in order to provide its students with rigorous educational challenges in unique learning models designed to encompass the various learning styles of its students.

## **5. Instructional Methods:**

Pass Christian Middle School utilizes research-based methods of instruction to generate student growth. Methods suggested by the state frameworks also are part of classroom instructional model. Because of the diverse student population, Pass Christian Middle School works very hard to meet the needs of students ranging from special education to advanced and to provide a challenging and rigorous curriculum.

Teachers are trained to scaffold their instruction to provide optimal results. The following are just a sampling of the methods used on a daily basis to deliver quality and comprehensive instruction:

- \*Thinking Maps across the curriculum provide the students with a common language for learning.
- \*Remediation and enrichment, as indicated by performance data, are provided during and after school.
- \*Students receiving Special Education services are accommodated in regular education classrooms through collaboration between teachers.
- \*Frequent assessments with constructive and timely feedback provide students with an ongoing understanding of their strengths and weaknesses.
- \*Teachers use cooperative learning to build teamwork skills in students.
- \*Professional Learning Communities meet frequently to share best practices.
- \*Technology is available and utilized in all content areas.
- \*The Three-Tiered Response to Intervention model is used to prevent students from falling behind in content areas.
- \*Students are encouraged to think, problem solve, conduct research, and work individually to expand their knowledge.
- \*Computer labs are available for all teachers to facilitate learning.
- \*The library media services include collaboration of the library media specialist with students, teachers, families, and the local library to enhance the entire curriculum. Students are motivated and instructed individually, in groups, and classes to become confident and successful in their abilities to access, evaluate, and utilize information and technology to become independent life-long learners. The library media specialist collaborates with all teachers to inspire students to read fiction and nonfiction books for enjoyment and to supplement their classroom experiences.

Pass Christian Middle School continuously seeks out current instructional strategies and provides training to staff to equip teachers with a repertoire of methods to allow students to learn in ways best suited to their needs.

## **6. Professional Development:**

Each year Zoomerang needs assessment surveys are conducted with the staff of Pass Christian Middle School to assist in planning a professional staff development program that is relevant and meets the needs of the

school. Teachers indicate areas of interest and individual needs for growth and programs for professional development are designed around those requests. Administrative staff also uses state test data and classroom observations to recommend training needs for staff. Professional development focuses on improving student achievement, advancing individual growth, and promoting a school culture that allows for creativity and collegiality.

During the summer break for students Pass Christian School District conducts training sessions for teachers based on identified needs. Additionally, staff members attend training in areas of interest and that are relevant to instructional objectives. For example, one teacher attended an intense STEM workshop sponsored by the Naval Oceanographic Office in 2011. Students are currently learning to apply skills in polymer science in the classroom based upon the training of this teacher. Other teachers have attended training sessions at Stennis Space Center, the University of Southern Mississippi, and venues sponsored by the Gulf Coast Education Initiative Consortium and brought those skills back into the classroom.

Teachers also use their expertise to train their colleagues in various methods of instruction. Thinking Maps trainers conduct sessions that are subject and grade level specific. Data shows that the implementation of Thinking Maps in the classroom increased student achievement. Teachers act as liaisons to train peers in Common Core State Standards. Professional learning communities (PLCs) meet regularly to assess student data and to share best practices in the classroom.

As a result of an identified need for professional development in the area of technology, the administration provided opportunities for staff to attend training on the use of the Promethean ActivBoards and SMART Boards. This had an immediate impact on student achievement as teachers diversified their instruction to incorporate all that is available from the use of these tools.

When outside expertise is needed, the administration provides facilitators who impact student achievement by meeting the professional growth needs of the staff. Frequent faculty meetings keep staff informed and invigorated to carry out the school's mission to the students and the community.

The commitment to excellence acknowledges that the schools ability to produce high-achieving students is directly related to a well-trained and effective staff. With this end in mind, professional development will continue to play a significant part in the culture of Pass Christian Middle School.

## **7. School Leadership:**

The leadership of Pass Christian Middle School embodies the concept of a team. The principal and assistant principal encourage staff to be pro-active in sharing ideas to increase student achievement and to improve school climate. Leadership by example is the norm. The administrative team models to the instructional staff. The instructional staff models to the students, and the students model to their peers the expectations of the school.

Teachers serve on leadership teams to assist in the decision making process. Parent input is welcomed through Parent-Teacher Organizations. Community input is solicited through attendance at public meetings such as Rotary Clubs, Boys and Girls Clubs, and other venues, such as the Civitans.

The principal of Pass Christian Middle School is known as the "Katrina" principal. Mr. Joe Nelson assumed the role of principal in 2005, directly after Hurricane Katrina destroyed the Mississippi Gulf Coast. He was charged with the task of creating a school out of chaos, debris, and destruction. His leadership was instrumental for Pass Christian Middle School to continue its high achievement against tremendous odds. In time, a state-of-the-art school building was rebuilt and staff and students returned "home" to the school's previous site. The principal reminded the staff that the building did not make the school. He invited staff to join him in continuing the legacy established by their concern for students and support for each other in the aftermath of Hurricane Katrina. He continues to recruit new teachers from state universities such as Alcorn State, Mississippi Valley State University, the University of Southern Mississippi, and Mississippi State,



building a strong team committed to excellence. His presence is evident in the hallways of the school, in the classrooms, and at student events.

Today, Pass Christian Middle School stands as a beacon to schools across the state and across the nation. In the words of our instructional leader, “We identify areas we need to improve upon, work hard every day, and have fun doing it.” Pass Christian Middle School defines excellence and will continue to do so because of its pride in its students, its staff, and its community.

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: MCT2

Edition/Publication Year: 2nd Edition/2008 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient or Advanced	76	76	77	72	81
Advanced	16	27	31	14	58
Number of students tested	110	127	102	85	111
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	2	1	0
Percent of students alternatively assessed	100	0	100	100	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient or Advanced	70	67	68	69	72
Advanced	13	19	25	8	41
Number of students tested	76	79	65	66	85
<b>2. African American Students</b>					
Proficient or Advanced	72	67	59	64	67
Advanced	9	13	11	6	41
Number of students tested	35	40	27	35	34
<b>3. Hispanic or Latino Students</b>					
Proficient or Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient or Advanced	33	15	10		26
Advanced	6	14	9		25
Number of students tested	16	14	11	8	16
<b>5. English Language Learner Students</b>					
Proficient or Advanced					
Advanced					
Number of students tested					
<b>6. White</b>					
Proficient or Advanced	76	81	81	78	83
Advanced	16	32	35	21	65
Number of students tested	67	77	74	47	69
<b>NOTES:</b>					
In 2007-2008 the MCT test was replaced with the MCT2 test which measures student performance on a more rigorous curriculum.					

12MS3

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: MCT2

Edition/Publication Year: 2nd Edition/2008 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient or Advanced	78	78	75	74	84
Advanced	18	19	22	17	23
Number of students tested	110	127	102	85	111
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	2	1	0
Percent of students alternatively assessed	100	0	100	100	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient or Advanced	70	69	62	69	74
Advanced	12	13	12	11	14
Number of students tested	76	79	65	66	85
<b>2. African American Students</b>					
Proficient or Advanced	72	67	67	64	71
Advanced	11	8	0	11	18
Number of students tested	35	40	27	35	34
<b>3. Hispanic or Latino Students</b>					
Proficient or Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient or Advanced	39	23	30		38
Advanced	6	7	9		6
Number of students tested	16	14	11	8	16
<b>5. English Language Learner Students</b>					
Proficient or Advanced					
Advanced					
Number of students tested					
<b>6. White</b>					
Proficient or Advanced	82	83	76	81	90
Advanced	19	25	26	21	28
Number of students tested	67	77	74	47	69
<b>NOTES:</b>					
In 2007-2008, the MCT test was replaced with the MCT2 test which measures student performance on a more rigorous curriculum.					

12MS3

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7 Test: MCT2

Edition/Publication Year: 2nd Edition/2008 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient or Advanced	88	89	77	82	74
Advanced	31	46	22	24	38
Number of students tested	123	127	92	108	112
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	5	0	0	2
Percent of students alternatively assessed	100	100	0	0	100
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient or Advanced	88	82	77	73	66
Advanced	18	33	17	13	23
Number of students tested	74	76	68	80	87
<b>2. African American Students</b>					
Proficient or Advanced	89	81	77	79	70
Advanced	10	26	16	13	26
Number of students tested	39	31	37	32	43
<b>3. Hispanic or Latino Students</b>					
Proficient or Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient or Advanced	36	42	10	58	21
Advanced	18	0	0	9	0
Number of students tested	11	9	10	11	13
<b>5. English Language Learner Students</b>					
Proficient or Advanced					
Advanced					
Number of students tested					
<b>6. White</b>					
Proficient or Advanced	87	92	75	84	77
Advanced	39	52	24	27	42
Number of students tested	79	85	55	71	64
<b>NOTES:</b> In 2007-2008, the MCT test was replaced with the MCT2 test which measures student performance on a more rigorous curriculum.					

12MS3

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: MCT2

Edition/Publication Year: 2nd Edition/2008 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient or Advanced	85	82	77	79	78
Advanced	12	10	15	17	26
Number of students tested	123	127	92	108	112
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	5	0	0	2
Percent of students alternatively assessed	100	100	0	0	100
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient or Advanced	77	70	74	70	69
Advanced	5	7	12	11	10
Number of students tested	74	76	68	80	87
<b>2. African American Students</b>					
Proficient or Advanced	87	69	71	73	67
Advanced	3	3	16	9	14
Number of students tested	39	31	37	32	43
<b>3. Hispanic or Latino Students</b>					
Proficient or Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient or Advanced	55		30	25	36
Advanced	0		0	0	0
Number of students tested	11	9	10	11	13
<b>5. English Language Learner Students</b>					
Proficient or Advanced					
Advanced					
Number of students tested					
<b>6. White</b>					
Proficient or Advanced	84	85	79	81	85
Advanced	16	12	13	18	17
Number of students tested	79	85	55	71	64
<b>NOTES:</b>					
In 2007-2008, the MCT test was replaced with the MCT2 test which measures student performance on a more rigorous curriculum.					

12MS3

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8 Test: MCT2

Edition/Publication Year: 2nd Edition/2008 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient or Advanced	95	89	85	86	67
Advanced	51	43	31	8	28
Number of students tested	129	89	114	118	121
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	0	0	3	0
Percent of students alternatively assessed	100	0	0	100	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient or Advanced	91	86	76	80	62
Advanced	35	32	21	4	22
Number of students tested	68	57	68	85	82
<b>2. African American Students</b>					
Proficient or Advanced	93	86	68	75	58
Advanced	29	30	16	2	14
Number of students tested	31	37	37	42	37
<b>3. Hispanic or Latino Students</b>					
Proficient or Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient or Advanced	66			54	
Advanced	8			0	
Number of students tested	13	7	5	10	8
<b>5. English Language Learner Students</b>					
Proficient or Advanced					
Advanced					
Number of students tested					
<b>6. White</b>					
Proficient or Advanced	95	90	93	91	72
Advanced	51	43	36	10	35
Number of students tested	100	58	64	68	75
<b>NOTES:</b>					
In 2007-2008 the MCT test was replaced with the MCT2 test which measures student performance on a more rigorous curriculum.					

12MS3

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8 Test: MCT2

Edition/Publication Year: 2nd Edition/2008 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient or Advanced	80	73	75	72	67
Advanced	20	14	17	3	26
Number of students tested	129	89	114	118	121
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	0	0	3	0
Percent of students alternatively assessed	100	0	0	100	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient or Advanced	64	67	65	61	63
Advanced	35	32	21	4	22
Number of students tested	68	57	68	85	82
<b>2. African American Students</b>					
Proficient or Advanced	67	74	55	68	47
Advanced	13	11	8	0	19
Number of students tested	31	37	37	42	37
<b>3. Hispanic or Latino Students</b>					
Proficient or Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient or Advanced	23		13	31	
Advanced	0		0	0	
Number of students tested	13	7	15	10	8
<b>5. English Language Learner Students</b>					
Proficient or Advanced					
Advanced					
Number of students tested					
<b>6. White</b>					
Proficient or Advanced	83	72	84	75	75
Advanced	20	12	20	1	32
Number of students tested	100	58	64	68	75
<b>NOTES:</b>					
In 2007-2008 the MCT test was replaced with the MCT2 test which measures student performance on a more rigorous curriculum.					

12MS3

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Proficient or Advanced	86	84	79	80	73
Advanced	33	38	28	15	40
Number of students tested	362	343	308	311	344
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	8	5	2	4	2
Percent of students alternatively assessed	100	33	33	66	33
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient or Advanced	82	77	73	74	66
Advanced	21	27	20	8	28
Number of students tested	218	212	201	231	254
<b>2. African American Students</b>					
Proficient or Advanced	84	77	68	72	65
Advanced	15	22	14	6	26
Number of students tested	105	108	101	109	114
<b>3. Hispanic or Latino Students</b>					
Proficient or Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Proficient or Advanced	44	26	17	47	21
Advanced	9	6	5	3	10
Number of students tested	40	30	26	29	37
<b>5. English Language Learner Students</b>					
Proficient or Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6.</b>					
Proficient or Advanced	87	87	83	85	77
Advanced	37	42	32	19	47
Number of students tested	246	220	193	186	208
<b>NOTES:</b>					

12MS3



# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Proficient or Advanced	81	78	75	74	76
Advanced	16	14	18	11	25
Number of students tested	362	343	308	311	344
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	8	5	2	4	2
Percent of students alternatively assessed	100	33	33	66	33
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient or Advanced	70	68	67	66	68
Advanced	16	15	15	8	15
Number of students tested	218	212	201	231	254
<b>2. African American Students</b>					
Proficient or Advanced	76	69	64	68	61
Advanced	8	7	8	6	16
Number of students tested	105	108	101	109	114
<b>3. Hispanic or Latino Students</b>					
Proficient or Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Proficient or Advanced	38	19	22	30	31
Advanced	2	3	2	0	2
Number of students tested	40	30	36	29	37
<b>5. English Language Learner Students</b>					
Proficient or Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6.</b>					
Proficient or Advanced	83	80	79	78	83
Advanced	18	16	20	12	26
Number of students tested	246	220	193	186	208
<b>NOTES:</b>					

12MS3